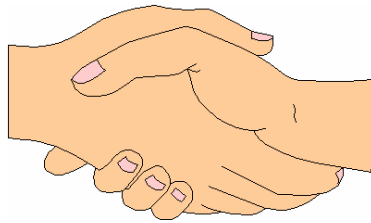


NPS Partnership Training and Development Program



Building a Partnership Workplace



**NPS TEL Event
September 2, 2004
12:00 - 4:00 p.m. Eastern Time**

Participant's Guide

www.nps.gov/partnerships
www.doi.gov/partnerships

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Preparing for the Course:

As a participant, we suggest that you read through this Participant's Guide and the Resource Materials before the workshop. Bring the Guide with you to the workshop. Check with your local TEL Site Coordinator (email addresses to the various TEL classrooms are on My Learning Manager) to be sure that you know the location of the room and facility where the workshop is being held. Plan to arrive a little before 12:00 p.m. ET (or at the time arranged by your Site Coordinator) as the workshop will start promptly.

How to Interact

You can interact with the course instructors and other participants during discussion sessions throughout the workshop via push to talk microphones. Depending on the number of students at your location, you may have one directly in front of you or be sharing with other participants at your table.

When you want to speak, press the to talk button and say,

"This is (your first name) at (your location). I have a question (or comment)."

Then release the push to talk button. This is important. Until you release the button, you will not be able to hear the instructor. The best distance from the microphone is 10-12 inches. If you get closer than this, the instructor will have difficulty in hearing you clearly.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.

Course Objectives

As a participant you will learn to:

- describe the major benefits of collaboration to your organization
- identify and describe the basics and key points of the collaboration framework needed for successful partnerships.
- list the qualities and tasks of the collaborative leader and how it applies to your leadership style.
- Develop specific action items for building a collaborative team.


Case Study

Write down any questions, comments, thoughts you have about this case study:

Collaboration: What?

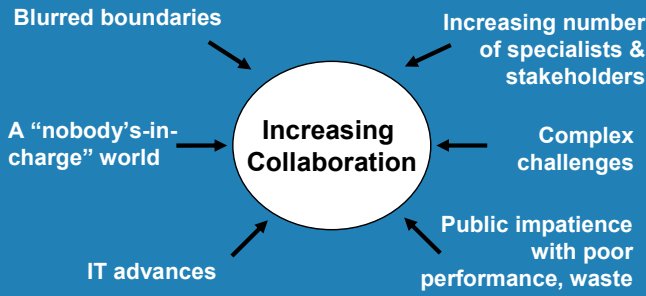
Two or more organizations (within one agency or across agencies) produce something together, sharing:

- Staff
- Resources,
- Decision making ...



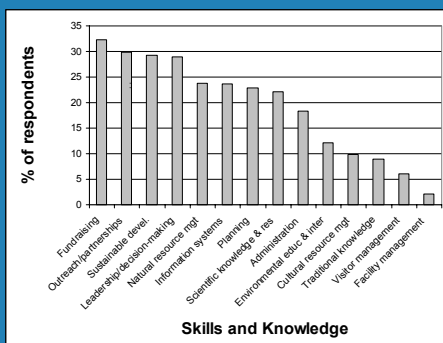
and sharing ownership of the final product or service.

Collaboration: Why Now? The Trends and Forces Behind This Phenomenon



The Bottom Line: The most important expectations citizens have of their government today are to solve complex, cross cutting problems that can only be addressed by collaborating across organizational boundaries.

Desired Skills and Knowledge Training, from a 2003 Survey Of 564 World Parks Congress Delegates

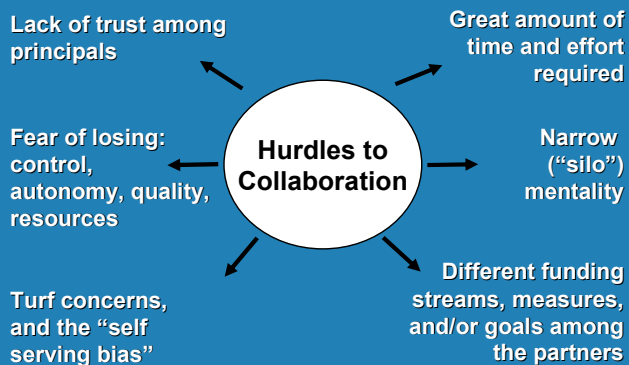


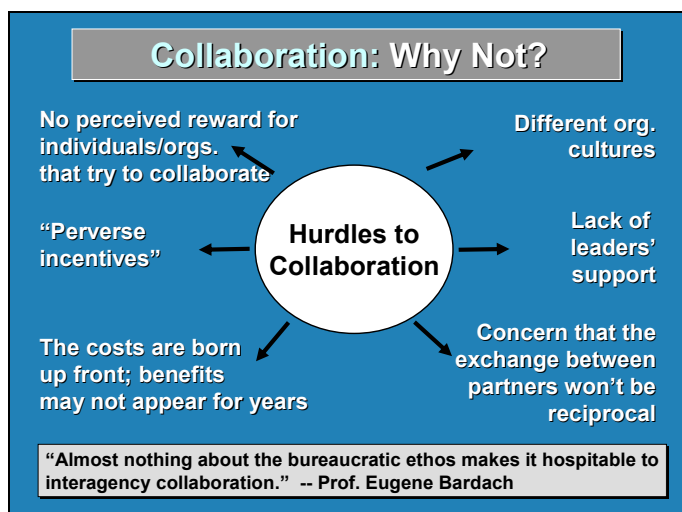
Collaboration: Why?

- Improve effectiveness
- Increase efficiency
- Enhance equity
- Gain access to larger resource bases
- Increase predictability of operations and financial profit
- Improve employee morale and public relations
- Fulfill mission more effectively

From *The Power of Environmental Partnerships* by Frederick J. Long and Matthew B. Arnold

Collaboration: Why Not?





Force Field Analysis Exercise:
Fill in the driving and restraining forces for your unit

Current Condition (degree of collaboration with others): _____
Comments: _____

DRIVING FORCES	RESTRAINING FORCES
→	← Goal: Greater Collaboration
→	←
→	←
→	←
→	←

Force Field Analysis Exercise

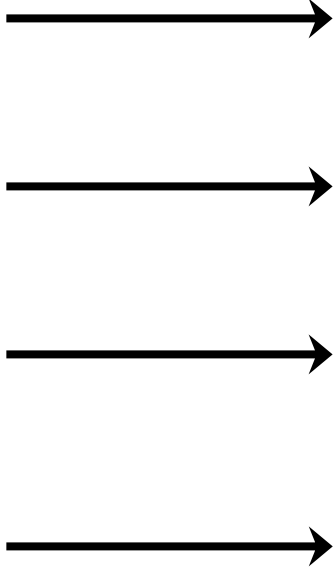
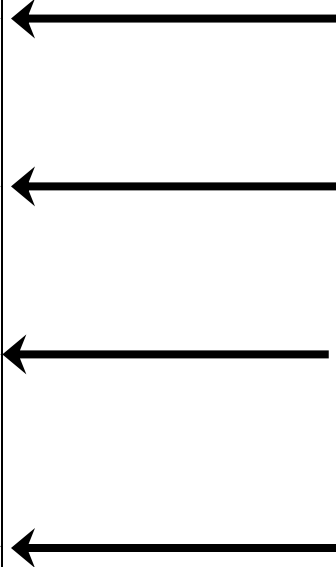
Force Field Analysis is a useful tool to help people analyze a current problem/issue, and develop strategies for addressing it.

- First, state "current condition" (e.g., the problem or issue)
- Next, write down the goal: in this example, it's "greater collaboration within the workplace" (you can make it more concrete and specific).
- Next, identify several "driving forces," things that are potentially moving you toward your goal.
- If you want, you can make some arrows longer, to indicate that they are more powerful than others.
- Then, identify several "restraining forces," those things that are keeping you from reaching your goal (such as two key supervisors in a turf battle). Again, you can make some arrows longer.

Once this analysis is done, the creator of the tool (Kurt Lewin) suggests that you focus your initial efforts on reducing or neutralizing one or more restraining forces. That will make it easier to harness the driving forces and move toward the goal.

Force Field Analysis Worksheet

Current Condition:
(describe:)

DRIVING FORCES	RESTRAINING FORCES
	

Goal:
*Greater
Collabor-
ation*

Case Study

Write down any questions, comments, or thoughts you have about this case study:

Collaboration: How?

The Collaboration Framework

The Elements Found in Most Effective Collaboration Efforts:

I. Solid Foundation -- the “basics” are in place.

II. Three Key Ingredients --

- Open, candid relationships among the partners
- High stakes
- Constituency for collaboration

III. Collaborative Leadership

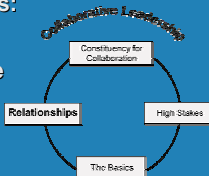
The Basics Are in Place

Collaboration begins with a solid foundation:

- A specific shared purpose or goal
- The parties want to meet now
- The appropriate people are at the table
- Open, credible process
- A champion(s) for the initiative

Build Open, Trusting Relationships

- They develop over time
- At the core of good relationships: respect and trust
- Good work relationships require four elements:
 1. Credibility
 2. Information sharing
 3. Respect for others' values
 4. Truth telling



"There is no magical leadership structure - just people and relationships." -- authors Neal Pierce, Curtis Johnson

To Build Open, Trusting Relationships

- Begin meetings with simple ways to check in
- Model openness: use self disclosure
- Give partners the opportunity to be accountable
- Use "careful listening" to learn underlying interests
- Share accurate information, both requested and not
- Make use of stories
- Set aside time to work on relationships and trust
- Find ways to create a sense of "the entity"

"The longer I work in this business, the more I'm convinced that it's fundamentally about managing relationships." -- Bob Stripling, City Manager, Staunton, VA

Create High Stakes

High stakes exist when:

- There are significant consequences for getting it right, or wrong,
- There is a very large cost / risk to the customers if the work isn't done well,
- This is all very visible to others
- Individuals in the organizations feel personally responsible for the results, in the short run



And how to create “high stakes” without continual crises, without burning our staff out?

- Find a senior champion who puts a priority on the project
- Make performance (and results) very visible, and accountability very real
- Demonstrate the urgency of the initiative
- Connect the initiative to a higher purpose
- Help others develop a “line of sight”

Create a Constituency for Collaboration

- Generate visible successes, share credit
- Involve stakeholders at every step
- Pay attention to symbols
- Educate key stakeholders
- Set clear, resonant goals; have outsiders measure progress
- Think politically without becoming political



“There’s very little constituency out there for collaboration.” -- Bob O’Neill, President, International City/County Management Association

The Power of Symbols -- this co-located office uses both agencies’ logos on its letterhead





REVIEW: The Collaborative Framework

1. The Basics are in Place:
 - Specific shared purpose or goal
 - Parties want to meet now
 - Appropriate people are at the table
 - Open, credible process
 - A champion(s) for the initiative
2. Three Key Ingredients are In Place
 - Build Open, Trusting Relationships
 - Create High Stakes
 - Create a Constituency for Collaboration

Think of your past or current efforts to collaborate. Which of these elements listed above are most important?

Which are the most difficult to achieve?

Case Study

Write down any questions, comments, or thoughts you have about this case study:



Collaborative Leadership

What collaborative leaders share:
competence; comfort with risk, change, and chaos;
political skills; future orientation. Most important,
they:

- Combine strong determination and resolve with personal humility
- “Pull” (rather than “push”) others by allowing plenty of space for others’ views
- Start with abundance, not scarcity assumptions
- Think systemically, and connect to a larger purpose

Collaborative Leadership

And how about your own collaborative leadership?

Circle the number, 1-5, that indicates how you see yourself on each item.

	Very little	A great deal
When working collaboratively:		
1. I combine determination and resolve with personal humility	1 2 3 4 5	
2. I use "pull" more than "push" to influence others	1 2 3 4 5	
3. I tend to assume abundance, not scarcity, when negotiating	1 2 3 4 5	
4. I think systemically, and point out the connections to a larger purpose	1 2 3 4 5	

The Tasks of Collaborative Leaders

- Articulate the project's purpose in a way that excites others
- Be an effective convenor; get appropriate people to the table, and keep them there
- Help parties see common interests, and the benefits from joint effort
- Generate trust
- Help group design an open, credible process
- Find a senior champion for the effort

"Holding information creates dependence, while sharing information creates initiative." -- Author and consultant Richard Axelrod

The Tasks of Collaborative Leaders

- Help parties use collaborative problem solving, decision making and negotiations
- Make relationship building a priority
- Take occasional risks as needed
- Celebrate small successes, share credit widely
- Provide confidence, hope, resilience

"What is needed is for leaders of all institutions to take responsibility beyond the walls." -- Peter Drucker, father of modern management

Which of the collaborative leadership approaches listed in the two previous slides were evident in the NPS story we heard after the break?

What questions do you have about collaborative leadership?

Other Keys To Successful Collaboration

- Continuity of leadership
- Each partner plays to its strengths
- It's more of a voluntary than mandatory effort
- Willingness among partners to accept less than 100%
- Resources
- Results are measured, publicized, everyone gets credit
- A bias for action



Action items that are (largely) under your control, that can increase collaboration *with other orgs.*

1. If the word "collaboration" bothers some, focus on the *need* and the *goal*, not the means
2. Make it easy to discuss common challenges
3. Timing is everything
4. You have to answer the WIIFM? question
5. Practice your collaborative leadership skills with potential partners

Case Study

Write down any questions, comments, or thoughts you have about this case study:

**Action items that are (largely) under
your control, that can increase
collaboration *within your orgs.***

1. Rotate the convener of your staff meetings
2. Co-locate certain units
3. Use performance agreements that include collaboration
4. Capture the voice of the customer
5. Rotate managers every 2-3 years
6. Set goals that can only be achieved by 2 or more units
7. *Make it clear that you expect everyone to collaborate*

Appendix

Presenter Biographies

Russ Linden, PhD, is a management educator who specializes in organizational change methods. Since 1980, he has helped government, nonprofit and private-sector organizations develop leadership, foster innovation, and improve organizational performance. He is an adjunct faculty member at the University of Virginia and the Federal Executive Institute. He writes a column on management innovations for The Virginia Review, where he serves as Contributing Management Editor, and has produced national videoconferences on re-engineering and on the human side of change. Russ has studied innovative organizations in Japan and the United States. His current teaching and consulting interests include the human side of change, systems thinking and learning organization principles, re-engineering for seamless service, customer-focused organizations, and collaboration across organizational boundaries. For information on his writing and consulting, see his Web site: <http://www.russlinden.com>.

He has published numerous articles, and his first book, *From Vision to Reality: Strategies of Successful Innovators in Government*, came out in 1990. His next book, *Seamless Government: A Practical Guide to Re-engineering in the Public Sector* (Jossey-Bass, 1994), was excerpted in the May, 1995 issue of Governing Magazine. His next book was *Workbook for Seamless Government: A Hands-On Guide to Implementing Organizational Change* (Jossey-Bass, 1998). His most recent book is *Working Across Boundaries: Making Collaboration Work in Government and Nonprofit Organizations* (Wiley and Sons, 2002). His clients have included the National Geographic Society, Departments of the Navy and Army, Health Data Services, Inc., U.S. Customs Service, U.S. Department of State, Metro Information Services, Inc., Government of the Cayman Islands, U.S. Information Agency, FBI Academy, U.S. Department Of Education, two state attorneys general and over four dozen state, local government, and nonprofit agencies. Several local governments are redesigning their organizations using the principles in his book, *Seamless Government*. Before beginning his full-time practice, Russ was a Senior Faculty Member at the Federal Executive Institute. He served as the Director of Executive Programs at the University of Virginia's (UVA) Center for Public Service, taught at the UVA McIntire School of Commerce, and managed in the human services field for seven years. Russ Linden's bachelor's and master's degrees are from the University of Michigan. His Ph.D., Reengineering/Strategic Planning, is from the University of Virginia.

Celeste Bernardo is the Partnership Training Specialist at the National Park Service Stephen T. Mather Training Center and the National Partnership Office. Ms. Bernardo began her career with the National Park Service in 1986, working as an interpreter at Fire Island National Seashore and later Point Reyes National Seashore and Independence National Historical Park. She served as Interpretive Specialist at both San Francisco Maritime National Historical Park and Golden Gate National Recreation

Area and as Supervisory Park Ranger at Lowell and Boston National Historical Park(s). Ms. Bernardo also served details as Acting Chief of Interpretation at Boston NHP and Sagamore Hill National Historic Site. From 2001 to 2003, she worked as Director of Interpretation and Education at the USS Constitution Museum, a nonprofit partner of Boston NHP. Ms. Bernardo completed this assignment through an Intergovernmental Personal Agreement (IPA), which enabled her to work for a nongovernmental agency while remaining a federal employee.

Superintendents

Gerard A. Baker is the Superintendent of Mount Rushmore National Memorial. This site encompasses over 1200 acres including the magnificent carving of Presidents George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt symbolizing the first 150 years of our nation's history. Mount Rushmore National Memorial visitation is almost three million visitors per year. Mr. Baker began his National Park Service career in 1979 as a park technician at Knife River Indian Villages National Historic Site in North Dakota. He served as historian at Fort Union Trading Post National Historic Site for two years before assuming the North Unit District Ranger job at Theodore Roosevelt National Park. In 1990, Mr. Baker transferred to the U.S. Forest Service as assistant district ranger for the Little Missouri National Grasslands in North Dakota. He spent the following year as assistant district ranger for the Beartooth District in Red Lodge and acting district ranger on the Ashland District, Montana, before returning to the NPS as superintendent of Little Big Horn Battlefield National Monument, Crow Agency, Montana. In 1997, Mr. Baker received the NPS Intermountain Regional Director's Award for Cultural Resource Management and a team performance award for this work with the Indian Memorial at Little Bighorn Battlefield. In 1998, he became superintendent of Chickasaw National Recreation Area in Oklahoma, and received the U.S. Department of the Interior's Honor Award for Superior Service. Mr. Baker is a full blood member of the Mandan-Hidatsa Tribe of the Fort Berthold Indian Reservation, Mandaree, North Dakota.

Martha Bogle currently serves as Superintendent of Congaree National Park, a 22,200-acre old-growth bottomland hardwood forest and wilderness area near Columbia, S.C. Her government work experience spans 26 years at nine National Park Service sites and one National Wildlife Refuge. She began her career as a seasonal Park Ranger at Great Smoky Mountains National Park in 1978. Other seasonal assignments took her to Everglades National Park and Great Sand Dunes National Monument. Her first permanent job came in 1982 as a dispatcher at Great Smoky Mountains National Park. In 1984, she moved back into the field as a Park Ranger at Obed Wild and Scenic River, followed by a position as an Assistant Outdoor Recreation Planner at Loxahatchee National Wildlife Refuge. In 1987, she returned to the National Park Service as an Interpretive Specialist at the Blue Ridge Parkway. Beginning in 1992, she served as the Chief of Visitor Services at Carl Sandburg National Historic Site before accepting her current assignment in 1995. Ms. Bogle also has performed details as Acting Assistant Superintendent at Cape Hatteras National Seashore and Mammoth Cave National Park.

Maria Burks serves interim executive director of the National Parks of New York Harbor, a position she was appointed in on June 1, 2004. The National Parks of New York Harbor represents the 26,000 acre Gateway National Recreation Area, Federal Hall National Memorial on Wall Street, Castle Clinton National Monument in Battery Park, Hamilton Grange National Memorial in Harlem, General Grant National Memorial in Riverside Park, Theodore Roosevelt Birthplace National Historic Site (20th St.), St. Paul's Church National Historic Site in Mount Vernon, Governors Island National Monument, the Statue of Liberty National Monument and Ellis Island, and the Lower East Side Tenement Museum. Together these parks receive more than 20 million visits a year. Maria joined the National Park Service in 1973 as a park ranger at Independence National Historical Park in Philadelphia, giving tours and managing special events during the Bicentennial. After transferring to the Golden Gate National Recreation Area in San Francisco in 1983, Ms. Burks served as the Bay District Ranger, managing such diverse resources as a regional visitor center and Alcatraz Island, home of the famous penitentiary. In 1989 she was named Superintendent of Fredericksburg and Spotsylvania National Military Park, a Civil War park, in Fredericksburg, Virginia. Subsequently, Ms. Burks served for two years as Special Assistant to the Director in Washington, working on a number of internal reform and reorganization projects. In 1995, Ms. Burks also served as Superintendent of Cape Cod National Seashore, headquartered at South Wellfleet, Massachusetts. In Addition, she has traveled to Russia several times to help Russian conservationists improve Russian National Parks.

Brian O'Neill serves as Superintendent of Golden Gate National Recreation Area which encompasses 76,000 acres of land within Marin, San Francisco and San Mateo counties. It is the most visited unit of the National Park System in America receiving over 20 million visitors annually and is one of the largest national park areas adjacent to any major city in the world. As Superintendent, Mr. O'Neill oversees an annual operating budget of \$25 million, a staff of 425 employees, and a volunteer force of over 15,000. Mr. O'Neill also provides direction and management of a large resource and visitor facility improvement program at Golden Gate, estimated to be \$250 million over the next few years. In his capacity as Superintendent, Mr. O'Neill has been a prominent figure over the past several years in the transitioning of the Presidio of San Francisco from a military installation to national park. The Presidio is a unit within the Golden Gate National Recreation area. Throughout his career, Mr. O'Neill has received numerous awards including the Gold Performance Award (2003), the highest performance recognition given to a Department of the Interior senior executive; Cultural Resource Stewardship Park Superintendent of the Year (2002) granted by the NPS Pacific West Region; and the Department of the Interior Meritorious Service Award for outstanding accomplishments in creating and using innovative partnerships. Mr. O'Neill's "21 Partnership Success Factors" can be found at www.nps.gov/partnerships/oneill.htm.

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